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ABSTRACT

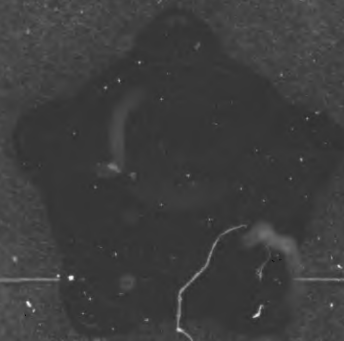
Results of a 1980-81 survey of the perception of the Brazosport (Freeport, Texas) community regarding the Brazosport Independent School District (BISD) are summarized. The survey instrument consisted of: (1) a cover letter from the superintendent; (2) Part I--a series of multiple-choice questions on various education issues in Brazosport; (3) Part II--a scaled-response section on the importance of certain items to education and an evaluation of BISD's performance in addressing these items; (4) Part III--demographic questions for the survey population; and (5) Part IV--a comments section inviting respondents to write additional remarks about the district and/or public education. Results are based on surveys returned by 1013 citizens, 635 staff members, and 256 students. The results for Part I are presented in 11 tables, three which include comparisons of 1980 Gallup Poll results with the BISD results. The results covering the five subject areas of Part II are shown in 10 tables which rate the importance of issues and assess the performance of the school district by individual groups. The Part II responses are correlated for all three groups. The demographics of the citizens and staff surveyed are summarized from responses to Part III. The survey instrument is included. (JW)

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BRAZOSPORT

Independent School District



Community Survey

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in all school libraries. Interested
citizens, staff and students may obtain
additional copies upon request at the
BISD Administration Building, 220 Brazoswood
Drive, Clute, Texas.

INTRODUCTION

School districts frequently utilize public opinion polls to learn about the attitudes, feelings, interests and desires of the public regarding local school operations. Information obtained from community surveys is usually considered by districts when establishing long-range and short-term goals, new programs, taxing policies, etc. The data is often regarded by school personnel as being a vital component of the decision-making process and a necessity for effective school management.

The Brazosport Independent School District has involved the local community in several studies during recent years including the SACS Self Study, Crime Prevention and Drug Education, and Gifted/Talented Program. In addition, during the 1976-77 school year BISD conducted an employee survey concerning various District policies, practices, and benefits. Information collected from all of these surveys has been utilized by BISD administration in establishing goals, implementing new programs, revising curriculum, and making other necessary changes.

In an effort to determine the public's current perceptions of the BISD, a Community Survey Committee was appointed to conduct a comprehensive survey of selected community populations during the 1980-81 school year. The Community Survey Committee members were: James Caperton, Director of Curriculum and Personnel Relations; E. M. Thompson, Director of Secondary Education; Elton Tielke, Director of Elementary Education; J. B. Berryhill, Director of Special Education; Tommy Pyeatt, Director of Data Processing; and Teresa Kerr, Coordinator of Employee Services.

This survey is intended to be the beginning of an on-going endeavor by the Brazosport Independent School District to be aware of what the public is thinking. If the results of this survey identify areas of concern that deserve further consideration, special efforts will be given to developing additional surveys in the future to address these items.

PURPOSE

General purposes for conducting a local survey as identified by the BISD Community Survey Committee are:

1. To determine the community's perceptions of the Brazosport ISD.
2. To collect a data base which will provide the District considerations for long-term planning and decision-making.
3. To allow BISD a method of communicating to the general public about certain educational issues and major problems facing the schools.
4. To give people an opportunity to voice personal ideas they would like to see considered in local school planning.
5. To provide an opportunity for local citizens to express their concerns regarding public education.
6. To compare and contrast certain local attitudes with national attitudes as reflected in the 1980 Gallup Poll on Education.

RESEARCH PROCEDURE

Instrument

The Community Survey Committee formulated a series of proposed questions which might be included as part of a survey instrument. The suggested questions were reviewed by representatives of the District's secondary and elementary principals, instructional supervisors, and division directors. The staff members were invited to make suggestions for revisions, additions, and/or deletions. Then the Community Survey Committee reviewed all recommendations made by BISD personnel and developed a final questionnaire which was subsequently approved by the Board of Trustees.

The survey instrument consists of: (1) a cover letter from the Superintendent, (2) Part I--a series of multiple-choice questions asking respondents their opinions on various education issues in Brazosport, (3) Part II--a scaled-response section asking respondents to indicate the importance of certain items to education and also to evaluate BISD's performance in addressing these items, (4) Part III--a demographics section, and (5) Part IV--a comments section inviting respondents to write additional remarks about the District or public education.

The survey instrument was pilot tested with two groups of BISD parents: (1) a group of parents of high school students and (2) a group of parents of elementary school students. The instrument was also reviewed by Dr. Ralph Teeter, a research specialist with Region IV Education Service Center in Houston.

Sample

Community. According to October, 1980, population statistics compiled by The Brazosport Chamber of Commerce, approximately 84% of the Brazosport population

reside in single-family homes and approximately 16% of the Brazosport population rent apartments. A total of 6,000 surveys were distributed to Brazosport residents. Of the total 6,000, 5,040 surveys (84%) were distributed to people who own property within the District and live in single-family residences. The 5,040 names were selected at random from the BISD tax roll. The remaining 960 surveys (16%) were randomly distributed to people residing in local apartment complexes. Approximately 15 local apartment complexes participated in the distribution. The apartment complexes involved in the survey were selected at random from a listing of all apartment complexes located in Brazosport.

A total of 1,013 (17% of the 6,000 surveys distributed) were completed and returned to BISD. Approximately 850 (84% of the 1,013 respondents) owned property within BISD. Approximately 36 (4% of the 1,013 respondents) resided in apartments within the District.

Sixty-four respondents returned surveys that had not been completed. Most of these respondents indicated that their survey was returned blank for one or more of the following reasons: (1) their children had never attended BISD schools, (2) their children had not attended BISD schools within recent years, (3) they did not know enough about BISD to respond.

BISD Personnel. Surveys were distributed to all BISD teachers and administrators. Approximately 795 surveys were distributed to BISD personnel, and 635 (80% of the 795 distributed) were completed and returned.

BISD Students. Surveys were distributed to approximately 20% of the junior and senior classes at Brazosport and Brazoswood High Schools. A total of 256 surveys were randomly distributed to students, and 256 (100% of the 256 distributed) were completed and returned.

Special Distribution. Surveys were also distributed to interested citizens upon request. People who did not receive surveys in another manner of distribution could make a special request by phoning or stopping by the BISD Administration

Building. A total of 20 surveys were distributed by special request, and 11 (55% of the 20 distributed) were completed and returned.

Distribution

Community. Surveys were mailed to residents living in single-family homes, and surveys were distributed by complex managers to residents living in apartments. A stamped, self-addressed envelope was provided for respondents to return the completed opinionnaires.

BISD Personnel. Surveys were distributed by principals and the Coordinator of Employee Services to BISD personnel. An envelope was provided for staff to seal their response and return to their principal or Coordinator of Employee Services.

BISD Students. Surveys were distributed and returned during certain designated class periods.

Special Distribution. Surveys were distributed in person or by mail depending upon the request. A stamped, self-addressed envelope was provided for respondents to return the completed questionnaires.

Tabulation

The results of Parts I, II, and III of this survey were transferred to a computer coding format and compiled by the BISD data processing facilities. Once prepared and fed into the computer, the results could be cross-tabulated and could provide a variety of reliable data to be used in a variety of ways.

Results of Part IV, the comments section, were handled separately and grouped into categories in an attempt to determine definite trends revealed by public opinion on certain topics.

SUMMARY OF RESULTS

Part I

Question 1. Approximately 53.5% of the citizen respondents give BISD a rating of A (Excellent) or B (Above Average) with only 5.9% of the citizen respondents rating the District D (Below Average) or F (Fail). Of the staff respondents, 80.4% grade BISD A (Excellent) or B (Above Average), and only 1.3% grade BISD D (Below Average) or F (Fail). Also, 53.2% of the responding students give BISD a grade of A (Excellent) or B (Above Average), and 7.8% of the responding students give BISD a grade of D (Below Average) or F (Fail). (See Table 1.)

TABLE 1

Students are often given the grades A, B, C, D, and F to denote the quality of their work. Suppose the Brazosport schools themselves were graded in the same way. What grade would you give the District?

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
A=Excellent	7.7	15.0	9.8
B=Above Average	45.8	65.4	43.4
C=Average	29.0	16.1	37.5
D=Below Average	5.0	1.1	6.6
F=Fail	0.9	0.2	1.2
No opinion/undecided	2.9	0.6	1.6
No Response	8.7	1.6	---

According to the 1980 Gallup Poll, 35% of the National respondents give public schools the rating of A or B; and 18% give public schools a grade of D or F. (See Table 2.)

TABLE 2

1980 GALLUP POLL

Question: Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here--A, B, C, D, or FAIL?

Ratings Given the Public Schools	1980 %	1979 %	1978 %	1977 %	1976 %	1975 %	1974 %
A rating	10	8	9	11	13	13	18
B rating	25	26	27	26	29	30	30
C rating	29	30	30	28	28	28	21
D rating	12	11	11	11	10	9	6
FAIL	6	7	8	5	6	7	5
Don't know	18	18	15	19	14	13	20

Question 2. Citizen respondents rate the top four strengths of BISD as being facilities, student activities, subjects taught, and finances. Similarly, staff and students identify facilities, student activities, and subjects taught as being three of the four major strengths of the District. More than 69% of staff respondents indicate that teachers are the top strength of BISD. (See Table 3.)

TABLE 3

From the choices below, listed alphabetically, what are the major strengths of the Brazosport Independent School District? (Check only four.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Facilities	56.1	*(2)50.6	(3)49.6
Student activities (such as band, athletics, drill team)	43.7	(4)43.1	(1)73.0
Subjects taught	37.5	(3)45.0	(2)51.6
Finances	36.9	33.7	15.2
Teachers	31.6	(1)69.1	31.6
Administrators	24.1	26.9	23.8
Students	20.0	19.8	(4)36.7
Communications with parents, public and employees	17.9	20.9	10.5
Number of pupils per teacher	17.6	27.6	28.5
Discipline	12.6	15.4	27.7
Parent involvement	10.2	9.0	6.3
No opinion/undecided	7.7	2.2	7.0
Other (Specify):	2.0	1.7	2.3

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

Question 3. The top four problems facing BISD, as citizen and staff respondents see them, are drugs and/or alcohol abuse, parents' lack of interest, student behavior, and students' lack of interest. Student respondents agree that drugs

and/or alcohol abuse, student behavior, and students' lack of interest are three of the four major problems facing the District. Students also rate student crime and vandalism as being one of the top four problems; more than one-third of the responding students (35.2%) rate student crime and vandalism as being a major problem. (See Table 4.)

TABLE 4

From the choices below, listed alphabetically, what are the major problems facing the Brazosport Independent School District? (Check only four.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Drugs and/or alcohol abuse	56.1	*(4)36.5	(1)57.4
Parents' lack of interest	44.6	(3)57.3	28.9
Student behavior	44.2	(2)60.0	(3)41.0
Students' lack of interest	40.2	(1)66.0	(2)54.3
Communications with parents, public and employees	26.7	17.8	24.6
Student crime and vandalism	24.8	15.3	(4)35.2
Overcrowded classrooms	16.2	26.5	16.8
Teachers	15.0	3.8	16.4
Administrators	12.0	16.5	18.4
Subjects taught	8.9	4.1	10.5
Building maintenance	8.1	25.8	11.7
Other (Specify):	7.3	5.0	7.4
No opinion/undecided	6.1	0.9	5.5
Finances	6.0	18.7	18.4
Facilities	4.4	11.2	12.5

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

According to the 1980 Gallup Poll, National respondents think that the lack of discipline and use of dope/drugs are the two top problems with which public schools must deal. (See Table 5.)

TABLE 5

11

1980 GALLUP POLL

Question: What do you think are the biggest problems with which the public schools in this community must deal?

<u>Response</u>	<u>% National Totals</u>
Lack of discipline	26
Use of dope/drugs	14
Poor curriculum/poor standards	11
Lack of proper financial support	10
Integration/busing (combined)	10
Large school/too many classes/overcrowding	7
Difficulty in getting good teachers	6
Parents' lack of interest	6
Teachers' lack of interest	6
Pupils' lack of interest/truancy	5
Crime/vandalism	4
Mismanagement of funds/programs	3
Drinking/alcoholism	2
Problems with administration	2
Lack of proper facilities	2
Communication problems	2
School board policies	1
Government interference	1
Teachers' strikes	1
Parents' involvement in school activities	1
Too many schools/declining enrollment	1
Transportation	1
Non-English-speaking students	1
There are no problems	3
Miscellaneous	2
Don't know	17

Question 4. Citizens and staff agree that three of the top four ways to improve the overall quality of education in BISD are to spend more time teaching basic skills, have better discipline, and emphasize citizenship and responsibility. More than two-thirds (69.3%) of the staff respondents indicate that raising teachers' salaries is the best method of improving the overall quality of education in the District. Almost half of the students (49.2%) indicate their top choice as being meet individual needs of students. Citizens also respond that meet individual needs of students is one of their top four choices. (See Table 6.)

TABLE 6

In which of the following ways could we improve the overall quality of education in Brazosport Independent School District? (Check only four.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Spend more time teaching basic skills (reading, writing, arithmetic)	63.0	*(2)58.4	25.4
Have better discipline	42.6	(3)53.5	22.7
Emphasize citizenship and responsibility	36.0	(4)37.6	19.5
Meet individual needs of students	33.7	18.0	(1)49.2
Raise teachers' salaries	32.1	(1)69.3	(3)34.8
Emphasize career education and development of marketable skills	29.7	20.3	(2)41.4
Require staff to keep up-to-date regarding new teaching methods and materials	23.5	5.5	(4)32.4
Raise standards for grades and promotions	22.4	31.2	16.8
Improve parent/school relations	19.6	17.5	26.6
Make class sizes smaller	17.2	36.5	19.9
Update content of courses	8.1	5.5	32.0
Increase amount of homework	7.9	3.6	1.6
Facility improvements	3.7	9.6	18.0
Other (Specify):	3.7	3.8	6.3
Improve building maintenance	2.6	12.0	10.2
No opinion/undecided	2.0	0.3	3.1

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

The 1980 Gallup Poll indicates that National respondents identify the following three things as the best way to have a good effect on the education of students in public schools: well-educated teachers and principals; emphasis on basics such as reading, writing, computation; teachers and principals personally interested in progress of students. (See Table 7.)

TABLE 7
1980 GALLUP POLL

Question: Here are a number of things which may have a good effect on the education students receive in the public schools of this community. Will you choose four which you think are particularly important.

<u>Response</u>	<u>% National Totals</u>
Well-educated teachers and principals	50
Emphasis on basics such as reading, writing, computation	49
Teachers and principals personally interested in progress of students	44
Good parent/teacher relationships	40
Careful check on student progress and effort	32
An orderly but not rigid atmosphere	27
Useful materials and adequate supplies	25
Small classes	25
Special classes for handicapped students	24
High goals and expectations on part of students	19
Wide variety of vocational courses	18
Advanced classes	12
Extracurricular activities	6
Successful athletic teams	4
Don't know/no answer	6

Question 5. According to citizen and staff respondents, not enough parent attention is the major cause of student learning/achievement problems. Citizens, staff, and students agree that one of the top two causes of student learning/achievement problems is students not being motivated to do well. Citizens and staff also seem to be in agreement that society being too permissive is one of

the top four causes of student learning/achievement problems. Students identify the major cause as being students' lack of interest, and staff also agree that students' lack of interest is one of the top three causes of student learning/achievement problems. Approximately 41.4% of student respondents indicate that absenteeism is a major cause of student/learning achievement problems; 34.8% of staff respondents indicate that absenteeism is a major cause; and only 9.2% of the citizen respondents identify absenteeism as a major cause. (See Table 8.)

TABLE 8

What are the major causes of student learning/achievement problems? (Check only four.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Not enough parent attention	46.9	*(1)62.8	24.2
Students not motivated to do well	41.0	(2)47.1	(2)60.9
Society too permissive	40.4	(4)42.4	19.1
Lack of emphasis on basic skills	40.1	20.5	22.7
Students' lack of interest	31.6	(3)47.1	(1)65.6
Schools have lowered their standards for grades and promotions	27.5	27.7	14.1
Too much television	25.6	30.4	11.7
Teachers not giving enough individual attention	23.4	6.1	(4)33.2
Too much emphasis on extra-curricular activities	19.8	14.3	26.2
Teachers are ineffective	12.1	2.4	13.3
Increased mobility in society	9.5	31.8	10.2
Absenteeism	9.2	34.8	(3)41.4
Too much emphasis on elective courses	7.0	5.7	8.2
Content of courses irrelevant	5.4	3.3	15.6
Other (Specify):	2.8	3.9	2.7
No opinion/undecided	2.2	0.3	2.3

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

Question 6. Disrespect for authority is seen by citizen, staff, and student respondents as being one of the top two major disciplinary problems in Brazosport schools. Citizen and student respondents agree that drug abuse is one of the top three disciplinary problems, and citizen and staff respondents agree that abusive language is one of the top three disciplinary problems. More than half of the student respondents (51.2%) identify truancy as being the major disciplinary problem in BISD; almost half of the staff respondents (47.1%) identify truancy as being the second major disciplinary problem; and only 18.7% of citizen respondents indicate that truancy is a major disciplinary problem. (See Table 9.)

TABLE 9

What do you feel are the major disciplinary problems in Brazosport schools?
(Check only three.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Disrespect for authority	70.7	*(1)87.1	(2)47.3
Drug abuse	50.0	(4)33.1	(3)44.9
Abusive language	28.3	(3)37.8	21.9
Drinking (alcohol abuse)	26.7	12.6	18.4
Vandalism	20.1	20.9	19.9
Truancy	18.7	(2)47.1	(1)51.2
Theft	11.3	8.0	19.9
Tobacco	9.4	6.0	(4)27.3
Fighting	8.6	16.2	19.9
No opinion/undecided	5.3	3.3	2.7
Other (Specify):	3.2	5.0	3.9

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

Question 7. Citizen and staff respondents agree that the top four major causes of disciplinary problems in BISD are disrespect for school personnel, lack of parent support of school rules, society too permissive, and disrespect for

school property. Student respondents also agree that two of the top four major causes of disciplinary problems are disrespect for school personnel and disrespect for school property. More than one-third of the student respondents (37.9%) indicate that school rules are too strict, compared to only 0.5% of the staff respondents and 3.9% of the citizen respondents. (See Table 10.)

TABLE 10

What do you feel are the major causes of disciplinary problems in Brazosport Independent School District? (Check only three.)

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Disrespect for school personnel	50.4	*(2)58.7	(1)50.8
Lack of parent support of school rules	48.8	(1)60.3	25.0
Society too permissive	46.2	(3)44.9	27.7
Disrespect for school property	31.0	(4)36.7	(2)44.9
School rules not strict enough	26.7	27.9	13.7
Administrative inconsistency in enforcing rules	20.1	31.3	(4)28.9
Teacher inconsistency in enforcing rules	19.9	19.4	27.0
School rules too strict	3.9	0.5	(3)37.9
No opinion/undecided	3.8	1.3	5.5
Other (Specify):	3.6	2.8	3.1

*The numbers in parentheses indicate rank order of top four responses by that respondent group.

Question 8. While more than half of the staff respondents (54.5%) and more than half of the student respondents (55.9%) indicate that they would prefer a change in school hours to begin at 8:00 a.m. and dismiss at 3:00 p.m., only 17.3%

of the citizen respondents indicate that they would like the change. Almost half of the citizen respondents (49.3%) indicate that they would not like the change. (See Table 11.)

TABLE 11

Brazosport Independent School District's school day currently starts at 8:30 a.m. and closes at 3:30 p.m. Would you like a change in current school hours so that classes begin at 8:00 a.m. and dismiss at 3:00 p.m.?

<u>Response</u>	<u>% of Respondents</u>		
	<u>Citizens</u>	<u>Staff</u>	<u>Students</u>
	N-1013	N-635	N-256
Yes, I would like the change	17.3	54.5	55.9
No, I would not like the change	49.3	35.3	31.3
No opinion/undecided	24.1	7.6	9.4
Other (Specify):	1.6	1.6	3.5
No response	7.7	1.0	----

Part II - Response Averages

Explanation of Data. For each item listed in Part II, respondents were invited to rate importance and performance. Importance is rated on a scale ranging from 1 to 3 (0-No Opinion, 1-Little Importance, 2-Important, 3-Very Important). Performance is rated on a scale ranging from 1 to 5 (0-No Opinion, 1-Poor, 2-Fair, 3-Average, 4-Good, 5-Excellent). The difference between the two scales should be considered when evaluating results. Average response is an average of ratings given to a particular item by each group of respondents. The average response excludes responses identified as "No Opinion" by respondents.

Student Programs/Services. All three groups of respondents (citizens, staff, students) indicate the highest performance ratings in the areas of competitive athletics and library services. Citizens and staff also give special education a high rating. Staff respondents indicate a high performance rating for transportation services. (See Table 12.)

TABLE 12
STUDENT PROGRAMS/SERVICES

<u>IMPORTANCE</u>			<u>PERFORMANCE</u>		
How important is this item to the education of students?			How well is the Brazosport Independent School District addressing this item?		
3 - Very Important			5 - Excellent, 4 - Good,		
2 - Important			3 - Average, 2 - Fair,		
1 - Little Importance			1 - Poor, 0 - No Opinion		
0 - No Opinion					
Citizens N-1013	Staff N-635	Students N-256	Citizens N-1013	Staff N-635	Students N-256
<u>Average Response</u>			<u>Average Response</u>		
2.1	2.2	2.2	3.3	3.4	2.7
1.9	2.0	2.2	3.9	4.1	3.9
2.4	2.4	2.3	3.0	3.1	3.0
2.7	2.7	2.7	3.0	2.9	3.1
2.6	2.6	2.5	2.8	2.7	2.8
2.6	2.6	2.4	3.0	3.0	3.4
2.4	2.4	2.3	3.0	2.8	3.0
2.3	2.4	2.3	3.4	3.5	2.9
2.6	2.7	2.6	3.9	4.0	3.8
2.6	2.5	2.6	3.8	3.8	3.5
2.1	2.0	2.3	3.4	3.1	3.4
2.6	2.7	2.7	3.5	3.5	3.2
2.2	2.3	2.3	3.4	3.8	3.1

Individual Student Development. Citizens and staff agree that all items identified in the Individual Student Development section (communication skills, decision-making skills, personal pride, responsibilities of citizenship) are of high importance to the education of students as compared to other items listed in Part II of the survey. (See Table 13.)

TABLE 13
INDIVIDUAL STUDENT DEVELOPMENT

IMPORTANCE

How important is this item
to the education of students?

- 3 - Very Important
2 - Important
1 - Little Importance
0 - No Opinion

PERFORMANCE

How well is the Brazos-
port Independent School
District addressing this
item?

- 5 - Excellent, 4 - Good,
3 - Average, 2 - Fair,
1 - Poor, 0 - No Opinion

Citizens
N-1013
Staff
N-635
Students
N-256
Average Response

2.8 2.8 2.6
2.8 2.8 2.7
2.7 2.8 2.7
2.8 2.8 2.6

-----Communications Skills-----
-----Decision-Making Skills-----
-----Personal Pride-----
-----Responsibilities of Citizenship-----

Citizens
N-1013
Staff
N-635
Students
N-256
Average Response

3.0 3.2 3.2
2.8 2.9 2.9
2.9 2.8 3.1
2.7 2.5 2.8

Maintenance and Facilities. The lowest performance ratings on the survey are given by students and staff in the area of parking. (See Table 14.)

TABLE 14
MAINTENANCE AND FACILITIES

IMPORTANCE

How important is this item
to the education of students?

- 3 - Very Important
2 - Important
1 - Little Importance
0 - No Opinion

PERFORMANCE

How well is the Brazos-
port Independent School
District addressing this
item?

- 5 - Excellent, 4 - Good,
3 - Average, 2 - Fair,
1 - Poor, 0 - No Opinion

Citizens
N-1013
Staff
N-635
Students
N-256
Average Response

Citizens
N-1013
Staff
N-635
Students
N-256
Average Response

2.3	2.6	2.4	-----Building Maintenance-----	3.5	2.9	3.4
2.5	2.7	2.5	-----Classroom Space-----	3.4	3.2	3.4
2.6	2.6	2.6	-----Cleanliness-----	3.4	3.0	3.3
2.3	2.4	2.4	-----Drainage-----	3.1	2.6	2.8
2.2	2.3	2.3	-----Grounds Maintenance-----	3.3	2.9	3.2
2.0	2.2	2.6	-----Parking-----	2.8	2.4	1.6

Elementary Subject Areas. All three groups of respondents (citizens, staff, students) agree that the greatest areas of importance to the education of students are: elementary level English/composition and language arts, mathematics, reading, and spelling. (See Table 15.)

TABLE 15
ELEMENTARY SUBJECT AREAS
Kindergarten - 5th Grade

IMPORTANCE

How important is this item
to the education of students?

- 3 - Very Important
2 - Important
1 - Little Importance
0 - No Opinion

PERFORMANCE

How well is the Brazos-
port Independent School
District addressing this
item?

- 5 - Excellent, 4 - Good,
3 - Average, 2 - Fair,
1 - Poor, 0 - No Opinion

Citizens N-1013	Staff N-635	Students N-256		Citizens N-1013	Staff N-635	Students N-256
Average Response				Average Response		
2.0	2.1	2.0	----Art-----	3.2	2.9	3.4
2.6	2.4	2.5	----Crime Prevention/Drug Education-----	2.9	2.8	2.8
1.6	1.7	1.6	----Drama-----	3.0	2.8	2.7
2.8	2.9	2.7	----English/Composition & Language Arts--	3.2	3.3	3.6
2.6	2.6	2.6	----Handwriting-----	3.1	3.3	3.3
2.5	2.5	2.5	----Health-----	3.3	3.3	3.2
2.4	2.4	2.4	----History/Social Studies-----	3.4	3.4	3.3
2.9	2.9	2.8	----Mathematics-----	3.4	3.7	3.6
2.0	2.1	1.9	----Music-----	3.5	3.7	3.3
2.3	2.4	2.4	----Physical Education-----	3.5	3.5	3.6
2.9	2.9	2.8	----Reading-----	3.3	3.6	3.6
2.4	2.4	2.5	----Safety-----	3.3	3.3	3.2
2.6	2.4	2.4	----Science-----	3.3	3.4	3.4
2.8	2.8	2.7	----Spelling-----	3.3	3.4	3.5

Secondary Subjects Areas. All three groups of respondents (citizens, staff, students) agree that the greatest areas of importance to the education of students are: secondary level English composition, mathematics, and reading. Staff and students

give vocational education a high rating, and the top performance rating on the entire survey was given by students in evaluating vocational education. Students also give high performance ratings to secondary level English composition, English/literature, and mathematics; and students rate crime prevention/drug education lower than other areas. Staff gives high performance ratings to secondary level choir, drama, and instrumental music. (See Table 16.)

TABLE 16
SECONDARY SUBJECT AREAS
Grades 6-12

IMPORTANCE				PERFORMANCE			
How important is this item to the education of students?				How well is the Brazosport Independent School District addressing this item?			
3 - Very Important				5 - Excellent, 4 - Good			
2 - Important				3 - Average, 2 - Fair,			
1 - Little Importance				1 - Poor, 0 - No Opinion			
0 - No Opinion							
Citizens N-1013	Staff N-635	Students N-256		Citizens N-1013	Staff N-635	Students N-256	
Average Response				Average Response			
1.9	1.9	1.9	-----Agriculture-----	3.4	3.7	3.6	
1.7	1.8	1.7	-----Art-----	3.3	3.4	3.3	
2.4	2.4	2.5	-----Business Education-----	3.5	3.7	3.6	
1.6	1.8	1.6	-----Choir-----	3.7	3.9	3.6	
2.6	2.5	2.6	-----Crime Prevention/Drug Education-----	2.9	2.8	2.5	
1.6	1.8	1.6	-----Drama-----	3.4	3.8	3.4	
2.2	2.2	2.5	-----Driver Education-----	3.7	3.7	3.7	
2.8	2.9	2.8	-----English Composition (Usage, Spelling, Mechanics)-----	3.1	3.4	3.8	
2.4	2.4	2.5	-----English/Literature-----	3.3	3.5	3.8	
2.0	2.1	1.9	-----Foreign Language-----	3.2	3.3	3.4	
2.5	2.6	2.6	-----Government-----	3.3	3.5	3.7	
2.4	2.4	2.4	-----Health-----	3.3	3.4	3.5	
2.4	2.4	2.2	-----History-----	3.4	3.5	3.5	
2.1	2.2	2.0	-----Home Economics-----	3.5	3.6	3.4	
2.2	2.2	2.0	-----Industrial Arts-----	3.5	3.6	3.5	
1.9	1.9	1.8	-----Journalism-----	3.3	3.4	3.3	
2.9	2.9	2.8	-----Mathematics-----	3.5	3.7	3.9	
1.8	1.9	1.9	-----Music (Instrumental)-----	3.7	3.9	3.6	
2.2	2.3	2.3	-----Physical Education-----	3.6	3.6	3.5	
2.9	2.9	2.7	-----Reading-----	3.1	3.2	3.4	
2.6	2.6	2.4	-----Science-----	3.5	3.7	3.4	
2.4	2.2	2.1	-----Speech-----	3.3	3.5	3.2	
2.5	2.6	2.4	-----Vocational Education-----	3.6	3.8	4.0	

Part II - Response Combinations

Explanation of Data. For each item listed in Part II of the survey, respondents were asked to rate importance and performance. The following summary correlates the importance of the item with the degree of performance as perceived by respondents.

Student Programs/Services. Positive feedback concerning competitive athletics is given by all three groups of respondents (citizens, staff, students). Staff respondents also provide positive feedback about transportation and indicate academic counseling, personal counseling, and gifted and talented as areas of concern. Students also seem to identify academic and personal counseling as areas of concern; in addition, students indicate concern in the areas of cafeteria services and teaching materials/resources. (See Table 17.)

TABLE 17

STUDENT PROGRAMS/SERVICES	CITIZENS			STAFF			STUDENTS		
	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback
Cafeteria Services	*21.1	23.4	33.0	22.8	29.8	40.6	49.6	21.1	21.5
Competitive Athletics	7.0	13.8	57.4	5.4	17.1	69.4	13.0	22.2	57.9
Counseling, Elementary	31.7	17.9	15.8	32.9	23.3	19.5	27.0	19.9	16.0
Counseling, Academic	34.4	21.7	10.5	42.6	25.3	12.7	41.9	32.8	17.2
Counseling, Personal	36.6	18.4	8.9	47.5	20.8	10.7	46.9	25.3	16.0
Counseling, Vocational	30.7	19.4	11.4	36.6	23.5	12.9	21.1	27.4	29.1
Gifted and Talented	28.3	17.9	18.2	41.3	24.8	18.9	23.8	29.3	18.8
Health/Nursing Services	15.8	28.2	30.4	22.2	31.5	38.0	37.5	26.6	21.1
Library Services	14.5	29.3	34.2	16.2	34.6	46.0	20.8	31.7	43.4
Special Education	16.1	24.1	28.7	19.1	30.7	43.2	27.8	25.8	23.9
Summer School	12.0	21.4	26.0	22.1	26.7	33.0	20.0	30.5	30.4
Teaching Materials/ Resources	24.0	27.4	22.4	32.5	32.9	30.7	44.9	30.0	18.0
Transportation	16.6	19.5	37.1	12.8	25.2	51.2	32.1	28.2	28.6

*These figures are correlation values obtained by comparing importance and performance ratings of items as perceived by respondents.

Individual Student Development. The three groups of respondents indicate that all items identified in the Individual Student Development section might be areas that suggest concern or possible concern to BISD. Accordingly, only a limited amount of positive feedback is received from any group regarding a particular item in this section. (See Table 18.)

TABLE 18

INDIVIDUAL STUDENT DEVELOPMENT	CITIZENS			STAFF			STUDENTS		
	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback
Communication Skills	*44.9	25.4	6.5	51.6	35.6	8.1	39.1	36.7	13.7
Decision-Making Skills	48.0	21.9	5.1	61.5	28.4	5.0	51.9	30.0	8.6
Personal Pride	45.8	23.8	6.9	65.4	24.2	5.5	46.1	28.5	16.1
Responsibilities of Citizenship	53.0	20.0	5.4	73.6	16.7	4.9	49.2	28.5	11.7

*These figures are correlation values obtained by comparing importance and performance ratings of items as perceived by respondents.

Maintenance and Facilities. Staff respondents indicate concern/possible concern regarding most of the items listed in the Maintenance and Facilities section. Student respondents indicate concern/possible concern about cleanliness and drainage and an extremely large concern regarding parking. (See Table 19.)

TABLE 19

MAINTENANCE AND FACILITIES	CITIZENS			STAFF			STUDENTS		
	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback
Building Maintenance	*19.9	29.1	32.2	49.7	28.5	18.3	30.5	31.6	33.3
Classroom Space	24.4	29.7	26.4	43.0	34.0	20.5	30.9	32.4	32.1
Cleanliness	26.9	31.3	25.1	48.3	31.3	17.5	36.8	35.7	24.2
Drainage	28.0	23.9	22.4	47.4	26.2	15.5	42.5	23.9	19.6
Grounds Maintenance	20.3	26.6	33.5	41.1	29.9	22.8	31.6	32.0	28.5
Parking	30.6	17.1	27.8	51.5	20.3	19.5	80.8	8.2	7.1

*These figures are correlation values obtained by comparing importance and performance ratings of items as perceived by respondents.

Elementary Subject Areas. Staff respondents indicate concern/possible concern regarding English/composition and language arts at the elementary level. (See Table 20.)

TABLE 20

ELEMENTARY SUBJECT AREAS	CITIZENS			STAFF			STUDENTS		
	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback
Art	*14.7	24.0	30.1	27.2	23.4	25.3	11.0	20.7	30.5
Crime Prevention/ Drug Education	38.9	20.0	10.4	39.3	23.1	11.9	39.9	15.3	12.5
Drama	12.9	15.1	26.7	20.8	15.7	26.0	18.1	10.6	20.4
English/Composition and Language Arts	35.1	28.9	9.5	39.8	30.6	11.0	26.6	25.8	18.4
Handwriting	32.2	27.0	14.7	32.2	31.3	17.4	26.2	23.1	20.4
Health	24.0	32.3	16.4	26.0	36.2	17.4	34.5	19.9	16.1
History/Social Studies	19.2	32.3	20.4	20.0	34.8	24.1	21.6	28.5	18.4
Mathematics	33.2	28.9	13.4	27.2	35.0	20.6	27.8	23.8	20.0
Music	6.2	23.9	36.3	10.9	25.0	43.1	15.0	18.0	31.4
Physical Education	14.5	26.2	32.2	19.6	29.8	31.9	13.8	29.3	29.0
Reading	36.1	26.7	12.3	31.7	31.8	20.1	25.8	25.8	20.4
Safety	23.6	29.9	18.1	23.8	33.5	20.5	29.8	25.0	14.9
Science	25.3	30.9	15.8	21.4	34.9	23.1	21.1	26.1	20.0
Spelling	33.2	26.7	14.5	31.5	33.0	16.7	26.9	23.8	20.8

*These figures are correlation values obtained by comparing importance and performance ratings of items as perceived by respondents.

Secondary Subject Areas. Staff and student respondents provide considerable positive feedback in the areas of choir and instrumental music. Also, staff respondents indicate positive feedback about drama. Students identify crime prevention/drug education as an area of concern/possible concern. Staff respondents identify crime prevention/drug education and reading as areas of concern. (See Table 21.)

TABLE 21

SECONDARY SUBJECT AREAS	CITIZENS			STAFF			STUDENTS		
	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback	Concern	Possible Concern	Positive Feedback
Agriculture	*7.8	14.8	28.5	4.6	17.7	42.1	8.3	19.1	44.7
Art	7.9	15.2	33.0	8.6	20.0	40.9	11.0	20.3	43.0
Business Education	15.6	25.5	20.2	11.0	29.1	29.7	20.7	34.3	32.1
Choir	2.4	10.0	45.3	2.4	13.1	57.1	7.0	11.7	57.4
Crime Prevention/Drug Education	36.8	19.3	7.5	40.9	21.4	10.0	60.1	12.6	13.7
Drama	4.7	12.3	36.3	2.9	13.3	52.3	7.5	3.7	48.1
Driver Education	11.5	22.1	30.7	10.2	26.0	36.7	21.8	33.2	37.2
English/Composition (usage, spelling, mechanics)	36.5	22.0	10.2	34.5	33.1	10.9	25.0	32.4	37.1
English/Literature	22.2	24.1	19.0	17.5	32.4	25.5	16.8	34.0	41.4
Foreign Language	13.8	19.4	24.1	13.8	25.8	30.4	16.8	21.1	42.3
Government	23.9	27.4	14.1	21.2	33.9	20.1	23.1	31.3	35.9
Health	19.4	29.4	17.2	18.5	36.4	19.2	23.1	34.8	32.1
History	17.7	29.2	20.3	13.6	36.0	25.5	14.9	34.8	39.9
Home Economics	9.8	24.2	26.7	7.8	28.3	35.8	14.1	25.8	36.8
Industrial Arts	9.9	23.6	26.2	10.4	26.0	36.0	8.6	25.0	37.1
Journalism	7.8	20.3	25.6	8.0	25.0	34.9	9.4	21.9	39.0
Mathematics	28.9	26.4	13.3	23.3	36.4	18.0	19.1	38.3	36.1
Music (Instrumental)	4.2	13.6	42.2	3.4	16.8	53.4	9.0	18.0	50.0
Physical Education	11.2	22.8	33.3	14.3	27.4	34.9	22.7	26.2	41.9
Reading	37.9	21.9	8.4	40.7	25.5	10.7	36.3	27.0	26.2
Science	21.9	28.3	17.5	16.9	35.3	23.3	20.8	42.6	27.7
Speech	19.1	24.8	17.3	11.5	31.8	26.8	21.1	24.2	29.3
Vocational Education	15.7	24.4	21.2	15.8	28.1	29.9	10.2	28.1	42.8

*These figures are correlation values obtained by comparing importance and performance ratings of items as perceived by respondents.

Part III - Demographics

Citizens. Of the 1,013 citizens responding to the survey, approximately 51% indicate that they are parents of children enrolled in BISD; and approximately 35% indicate that they are parents of grown children who attended BISD schools. About 84% of the citizen respondents own property, and approximately 4% reside in apartments within BISD. Of the citizen respondents, approximately 77% have resided in BISD for more than 5 years, about 9% have resided in BISD for 3-5 years, and approximately 6% have resided in BISD for less than 2 years.

Staff. Of the 635 staff members responding to the survey, approximately 38% indicate that they are parents of children enrolled in BISD; and approximately 26% indicate that they are parents of grown children who attended BISD schools. About 69% of the staff respondents own property, and approximately 9% reside in apartments within BISD. Of the staff respondents, approximately 68% have resided in BISD for more than 5 years, about 13% have resided in BISD for 3-5 years, and approximately 15% have resided in BISD for less than 2 years.

BRAZOSPORT
Independent School District

Drawer Z

Freeport, Texas

77541

Dear School Patrons:

Your household has been chosen to represent citizens of the Brazosport area in a community survey being conducted by the Brazosport Independent School District.

Your opinions of the programs, facilities, and operations of the Brazosport schools are important to us. We are especially interested in your general impressions of the Brazosport Independent School District. The enclosed community survey will provide opportunities for you to express your concerns regarding public education and to voice personal ideas you consider important to local school planning. The results of this survey will be considered by District personnel when making decisions and establishing long-term goals.

Will you and your family take time to respond to the opinionnaire and return by March 13 in the enclosed addressed, stamped envelope? Your participation is of vital importance to us.

Thank you for your cooperation in this effort to provide quality education for the children of Brazosport.

Sincerely,

Superintendent

Enclosure

(Si no lee Inglés y necesita ayuda en completar este cuestionario, por favor puede llame a 265-6181 y deje su nombre y su número de telefono. Un interprete le llamara lo mas pronto posible.)

BEST COPY AVAILABLE

PART 1 - INSTRUCTIONS: PLACE A CHECK-MARK IN THE BOX TO THE LEFT OF THE APPROPRIATE RESPONSE. CHECK ONLY ONE RESPONSE UNLESS THE QUESTION ASKS FOR MORE THAN ONE RESPONSE.

1. STUDENTS ARE OFTEN GIVEN THE GRADES A, B, C, D, AND F TO DENOTE THE QUALITY OF THEIR WORK. SUPPOSE THE BRAZOSPORT SCHOOLS THEMSELVES WERE GRADED IN THE SAME WAY. WHAT GRADE WOULD YOU GIVE THE DISTRICT?

(7) ☐ A = EXCELLENT ☐ B = ABOVE AVERAGE ☐ C = AVERAGE	☐ D = BELOW AVERAGE ☐ E = FAIL ☐ F = NO OPINION/UNDECIDED
--	--
2. FROM THE CHOICES BELOW, LISTED ALPHABETICALLY, WHAT ARE THE MAJOR STRENGTHS OF THE BRAZOSPORT INDEPENDENT SCHOOL DISTRICT? (CHECK ONLY FOUR.)

(8) ☐ ADMINISTRATORS ☐ COMMUNICATIONS WITH PARENTS, PUBLIC AND EMPLOYEES ☐ DISCIPLINE ☐ FACILITIES ☐ FINANCES ☐ NUMBER OF PUPILS PER TEACHER ☐ PARENT INVOLVEMENT	☐ STUDENTS ☐ STUDENT ACTIVITIES (SUCH AS BAND, ATHLETICS, DRILL TEAM AND OTHER EXTENDED-TIME ACTIVITIES) ☐ SUBJECTS TAUGHT ☐ TEACHERS ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
--	--
3. FROM THE CHOICES BELOW, LISTED ALPHABETICALLY, WHAT ARE THE MAJOR PROBLEMS FACING THE BRAZOSPORT INDEPENDENT SCHOOL DISTRICT? (CHECK ONLY FOUR.)

(12) ☐ ADMINISTRATORS ☐ BUILDING MAINTENANCE ☐ COMMUNICATIONS WITH PARENTS, PUBLIC AND EMPLOYEES ☐ DRUGS AND/OR ALCOHOL ABUSE ☐ FACILITIES ☐ FINANCES ☐ OVERCROWDED CLASSROOMS	☐ PARENTS' LACK OF INTEREST ☐ STUDENT BEHAVIOR ☐ STUDENT CRIME AND VANDALISM ☐ STUDENTS' LACK OF INTEREST ☐ SUBJECTS TAUGHT ☐ TEACHERS ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
---	---
4. IN WHICH OF THE FOLLOWING WAYS COULD WE IMPROVE THE OVERALL QUALITY OF EDUCATION IN BRAZOSPORT INDEPENDENT SCHOOL DISTRICT? (CHECK ONLY FOUR.)

(16) ☐ SPEND MORE TIME TEACHING BASIC SKILLS (READING, WRITING, ARITHMETIC) ☐ HAVE BETTER DISCIPLINE ☐ MEET INDIVIDUAL NEEDS OF STUDENTS ☐ IMPROVE PARENT/SCHOOL RELATIONS ☐ EMPHASIZE CITIZENSHIP AND RESPONSIBILITY ☐ EMPHASIZE CAREER EDUCATION AND DEVELOPMENT OF MARKETABLE SKILLS ☐ UPDATE CONTENT OF COURSES ☐ RAISE STANDARDS FOR GRADES AND PROMOTIONS	☐ REQUIRE STAFF TO KEEP UP-TO-DATE REGARDING NEW TEACHING METHODS AND MATERIALS ☐ RAISE TEACHERS' SALARIES ☐ INCREASE AMOUNT OF HOMEWORK ☐ MAKE CLASS SIZES SMALLER ☐ FACILITY IMPROVEMENTS ☐ IMPROVE BUILDING MAINTENANCE ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
--	---
5. WHAT ARE THE MAJOR CAUSES OF STUDENT LEARNING/ACHIEVEMENT? (CHECK ONLY FOUR.)

(20) ☐ NOT ENOUGH PARENT ATTENTION ☐ STUDENTS NOT MOTIVATED TO DO WELL ☐ LACK OF EMPHASIS ON BASIC SKILLS ☐ INCREASED MOBILITY IN SOCIETY ☐ TOO MUCH TELEVISION ☐ SOCIETY TOO PERMISSIVE ☐ ABSENTEEISM ☐ TOO MUCH EMPHASIS ON EXTRACURRICULAR ACTIVITIES	☐ TEACHERS GIVING ENOUGH INDIVIDUAL ATTENTION ☐ TOO MUCH EMPHASIS ON ELECTIVE COURSES ☐ SCHOOLS HAVE LOWERED THEIR STANDARDS FOR GRADES AND PROMOTIONS ☐ TEACHERS ARE INEFFECTIVE ☐ CONTENT OF COURSES IRRELEVANT ☐ STUDENTS' LACK OF INTEREST ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
---	---
6. WHAT DO YOU FEEL ARE THE MAJOR DISCIPLINARY PROBLEMS IN BRAZOSPORT SCHOOLS? (CHECK ONLY THREE.)

(24) ☐ TRUANCY ☐ DISRESPECT FOR AUTHORITY ☐ VANDALISM ☐ TOBACCO ☐ FIGHTING	☐ DRUG ABUSE ☐ DRINKING (ALCOHOL ABUSE) ☐ ABUSIVE LANGUAGE ☐ THEFT ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
---	---
7. WHAT DO YOU FEEL ARE THE MAJOR CAUSES OF DISCIPLINARY PROBLEMS IN BRAZOSPORT INDEPENDENT SCHOOL DISTRICT? (CHECK ONLY THREE.)

(27) ☐ SCHOOL RULES TOO STRICT ☐ SCHOOL RULES NOT STRICT ENOUGH ☐ DISRESPECT FOR SCHOOL PERSONNEL ☐ DISRESPECT FOR SCHOOL PROPERTY ☐ SOCIETY TOO PERMISSIVE	☐ ADMINISTRATIVE INCONSISTENCY IN ENFORCING RULES ☐ TEACHER INCONSISTENCY IN ENFORCING RULES ☐ LACK OF PARENT SUPPORT OF SCHOOL RULES ☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
--	--
8. BRAZOSPORT INDEPENDENT SCHOOL DISTRICT'S SCHOOL DAY CURRENTLY STARTS AT 8:30 A.M. AND CLOSES AT 3:30 P.M. WOULD YOU LIKE A CHANGE IN CURRENT SCHOOL HOURS SO THAT CLASSES BEGIN AT 8:00 A.M. AND DISMISS AT 3:00 P.M.?

(30) ☐ YES, I WOULD LIKE THE CHANGE. ☐ NO, I WOULD NOT LIKE THE CHANGE.	☐ NO OPINION/UNDECIDED ☐ OTHER (SPECIFY): _____
--	--

PART 11 - INSTRUCTIONS: USING THE FOLLOWING RATING SCALE, CIRCLE THE NUMBER THAT MOST CLEARLY DESCRIBES YOUR OPINION. PLEASE MARK BOTH COLUMNS FOR EACH ITEM LISTED.

IMPORTANCE - HOW IMPORTANT IS THIS ITEM TO THE EDUCATION OF STUDENTS?
3 - VERY IMPORTANT 2 - IMPORTANT 1 - LITTLE IMPORTANCE 0 - NO OPINION

PERFORMANCE - HOW WELL IS THE BRAZOSPORT INDEPENDENT SCHOOL DISTRICT ADDRESSING THIS ITEM?
5 - EXCELLENT 4 - GOOD 3 - AVERAGE 2 - FAIR 1 - POOR 0 - NO OPINION

IMPORTANCE					PERFORMANCE						
VERY IMPORTANT	IMPORTANT	LITTLE IMPORTANCE	NO OPINION		EXCELLENT	GOOD	AVERAGE	FAIR	POOR	NO OPINION	
STUDENT PROGRAMS/SERVICES											
(7)	3	2	1	0	-----CAFETERIA SERVICES-----	5	4	3	2	1	0
	3	2	1	0	-----COMPETITIVE ATHLETICS-----	5	4	3	2	1	0 (45)
	3	2	1	0	-----COUNSELING, ELEMENTARY (K-5)-----	5	4	3	2	1	0
	3	2	1	0	-----COUNSELING, ACADEMIC (6-12)-----	5	4	3	2	1	0
	3	2	1	0	-----COUNSELING, PERSONAL (6-12)-----	5	4	3	2	1	0
	3	2	1	0	-----COUNSELING, VOCATIONAL (6-12)-----	5	4	3	2	1	0
	3	2	1	0	-----GIFTED AND TALENTED-----	5	4	3	2	1	0 (50)
(15)	3	2	1	0	-----HEALTH/NURSING SERVICES-----	5	4	3	2	1	0
	3	2	1	0	-----LIBRARY SERVICES-----	5	4	3	2	1	0
	3	2	1	0	-----SPECIAL EDUCATION-----	5	4	3	2	1	0
	3	2	1	0	-----SUMMER SCHOOL-----	5	4	3	2	1	0
	3	2	1	0	-----TEACHING MATERIALS/RESOURCES-----	5	4	3	2	1	0 (55)
	3	2	1	0	-----TRANSPORTATION-----	5	4	3	2	1	0
INDIVIDUAL STUDENT DEVELOPMENT											
(20)	3	2	1	0	-----COMMUNICATIONS SKILLS-----	5	4	3	2	1	0
	3	2	1	0	-----DECISION-MAKING SKILLS-----	5	4	3	2	1	0
	3	2	1	0	-----PERSONAL PRIDE-----	5	4	3	2	1	0
	3	2	1	0	-----RESPONSIBILITIES OF CITIZENSHIP-----	5	4	3	2	1	0 (60)
MAINTENANCE AND FACILITIES											
	3	2	1	0	-----BUILDING MAINTENANCE-----	5	4	3	2	1	0
(25)	3	2	1	0	-----CLASSROOM SPACE-----	5	4	3	2	1	0
	3	2	1	0	-----CLEANLINESS-----	5	4	3	2	1	0
	3	2	1	0	-----DRAINAGE-----	5	4	3	2	1	0
	3	2	1	0	-----GROUNDS MAINTENANCE-----	5	4	3	2	1	0 (65)
	3	2	1	0	-----PARKING-----	5	4	3	2	1	0
ELEMENTARY SUBJECT AREAS											
KINDERGARTEN - 5TH GRADE											
(30)	3	2	1	0	-----ART-----	5	4	3	2	1	0
	3	2	1	0	-----CRIME PREVENTION/DRUG EDUCATION-----	5	4	3	2	1	0
	3	2	1	0	-----DRAMA-----	5	4	3	2	1	0
	3	2	1	0	-----ENGLISH/COMPOSITION AND LANGUAGE ARTS-----	5	4	3	2	1	0 (70)
	3	2	1	0	-----HANDWRITING-----	5	4	3	2	1	0
(35)	3	2	1	0	-----HEALTH-----	5	4	3	2	1	0
	3	2	1	0	-----HISTORY/SOCIAL STUDIES-----	5	4	3	2	1	0
	3	2	1	0	-----MATHEMATICS-----	5	4	3	2	1	0
	3	2	1	0	-----MUSIC-----	5	4	3	2	1	0 (75)
	3	2	1	0	-----PHYSICAL EDUCATION-----	5	4	3	2	1	0
(40)	3	2	1	0	-----READING-----	5	4	3	2	1	0
	3	2	1	0	-----SAFETY-----	5	4	3	2	1	0
	3	2	1	0	-----SCIENCE-----	5	4	3	2	1	0
	3	2	1	0	-----SPELLING-----	5	4	3	2	1	0 (80)

CONTINUED

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PART II - CONTINUED

IMPORTANCE					SECONDARY SUBJECT AREAS GRADES 6-12	PERFORMANCE						
	VERY IMPORTANT	IMPORTANT	LITTLE IMPORTANCE	NO OPINION		EXCELLENT	GOOD	AVERAGE	FAIR	POOR	NO OPINION	
(7)	3	2	1	0	-----AGRICULTURE-----	5	4	3	2	1	0	(30)
	3	2	1	0	-----ART-----	5	4	3	2	1	0	
	3	2	1	0	-----BUSINESS EDUCATION-----	5	4	3	2	1	0	
(10)	3	2	1	0	-----CHOIR-----	5	4	3	2	1	0	
	3	2	1	0	-----CRIME PREVENTION/DRUG EDUCATION-----	5	4	3	2	1	0	
	3	2	1	0	-----DRAMA-----	5	4	3	2	1	0	(35)
	3	2	1	0	-----DRIVER EDUCATION-----	5	4	3	2	1	0	
	3	2	1	0	-----ENGLISH COMPOSITION (USAGE, SPELLING, MECHANICS)-----	5	4	3	2	1	0	
(15)	3	2	1	0	-----ENGLISH/LITERATURE-----	5	4	3	2	1	0	
	3	2	1	0	-----FOREIGN LANGUAGE-----	5	4	3	2	1	0	
	3	2	1	0	-----GOVERNMENT-----	5	4	3	2	1	0	(40)
	3	2	1	0	-----HEALTH-----	5	4	3	2	1	0	
	3	2	1	0	-----HISTORY-----	5	4	3	2	1	0	
(20)	3	2	1	0	-----HOME ECONOMICS-----	5	4	3	2	1	0	
	3	2	1	0	-----INDUSTRIAL ARTS-----	5	4	3	2	1	0	
	3	2	1	0	-----JOURNALISM-----	5	4	3	2	1	0	(45)
	3	2	1	0	-----MATHEMATICS-----	5	4	3	2	1	0	
	3	2	1	0	-----MUSIC (INSTRUMENTAL)-----	5	4	3	2	1	0	
(25)	3	2	1	0	-----PHYSICAL EDUCATION-----	5	4	3	2	1	0	
	3	2	1	0	-----READING-----	5	4	3	2	1	0	
	3	2	1	0	-----SCIENCE-----	5	4	3	2	1	0	(50)
	3	2	1	0	-----SPEECH-----	5	4	3	2	1	0	
	3	2	1	0	-----VOCATIONAL EDUCATION-----	5	4	3	2	1	0	

PART III - INSTRUCTIONS: PLEASE CHECK ITEM(S) THAT DESCRIBE YOU AS A CITIZEN OF BRAZOSPORT.

- (53) ☐ PARENT OF CHILD(REN) CURRENTLY ENROLLED IN BISD ☐ ELEMENTARY ☐ INTERMEDIATE ☐ HIGH SCHOOL
- (57) ☐ PARENT OF GROWN CHILDREN WHO ATTENDED BISD SCHOOLS ☐ ELEMENTARY ☐ INTERMEDIATE ☐ HIGH SCHOOL
- (61) ☐ OWN PROPERTY WITHIN BISD ☐ RENT APARTMENT WITHIN BISD
- (64) ☐ EDUCATOR IN BISD
- (65) ☐ STUDENT IN BISD
- (66) ☐ OTHER
- (67) I HAVE RESIDED IN BISD _____ 0-2 YRS. _____ 3-5 YRS. _____ OVER 5 YRS.

THANK YOU FOR YOUR RESPONSE!!

PART IV - ADDITIONAL COMMENTS: IF YOU WOULD LIKE TO MAKE ADDITIONAL COMMENTS CONCERNING THE DISTRICT OR PUBLIC EDUCATION, PLEASE USE THE FOLLOWING SPACE TO WRITE YOUR REMARKS.
